Creating Coherence, Honouring Diversity:
a partnership approach to teacher mentorship in British Columbia
British Columbia

60 districts: many successful programs

challenges:
- lack of coherent vision
- insecure funding
- variable implementation
How might a provincial approach to mentorship provide core guiding principles and regional responsiveness?
The Partnership
Project Principles

• informed by research and sustainable
• responsive to geographic & cultural diversity
• non-evaluative, voluntary, growth-oriented participation
• partnership amongst stakeholders
• inquiry lens
• trust in the teaching profession to be self-directed and collaborative learners
Three Dimensions

- Strengthen teaching practice
- Design & support district programs
- Facilitate provincial leadership
How can technology enable and enhance?
Mentoring cycle

- Building a trusting collegial relationship
- Identifying needs, finding a learning focus
- Learning-focused conversation
- Interrogating practice
- Collaboration
- Learning teams/Networks
- Assessing and celebrating growth
- Enabling growth: offering support, creating challenge, facilitating vision
- Student learning

strengthen teaching practice
GROWING A CULTURE OF COLLECTIVE RESPONSIBILITY FOR INDUCTION AND MENTORSHIP
facilitate provincial leadership
Evolving Vision

The NTMP is committed to building a mentoring culture within all districts that welcomes and retains BC’s newest teachers, provides for continuity of teachers’ professional learning, and reinvigorates teaching and learning communities.
PEDAGOGICAL ASSEMBLAGE: BUILDING AND SUSTAINING TEACHER CAPACITY THROUGH MENTORING PROGRAMS IN BRITISH COLUMBIA, CANADA
Changing Discourses
How can a partnership approach provide insights into strategies related to mentoring programs in BC?

How might teacher mentoring serve as means to larger purposes of educational change that meet the needs of students?
Create quality teacher mentoring programs

Integrate mentoring as part of transforming teaching
Mentoring for the purpose of retention

- Mentor selection & training
- Informal vs. formal
- Program evaluation
- Pairing
- Time

How might we challenge and extend the purposes of mentoring in a world where the very nature of teaching is changing?
Changing Cultures
Mentoring relationship

Top-down

Mentoring relationship

Networked
Knowledge transmission

Knowledge co-construction
Hierarchical dispensation of wisdom

Shared inquiries into practice

Hargreaves & Fullan (2000)
Accountability

Responsibility
SD59: Peace River South

Retired teacher/ TTOC
Teacher Mentorship

- Improve Student Learning
- Change school Culture
- Build Pedagogical Knowledge
- Enhance Professional capacity
- Refine Professional Practice
- Exercise Leadership